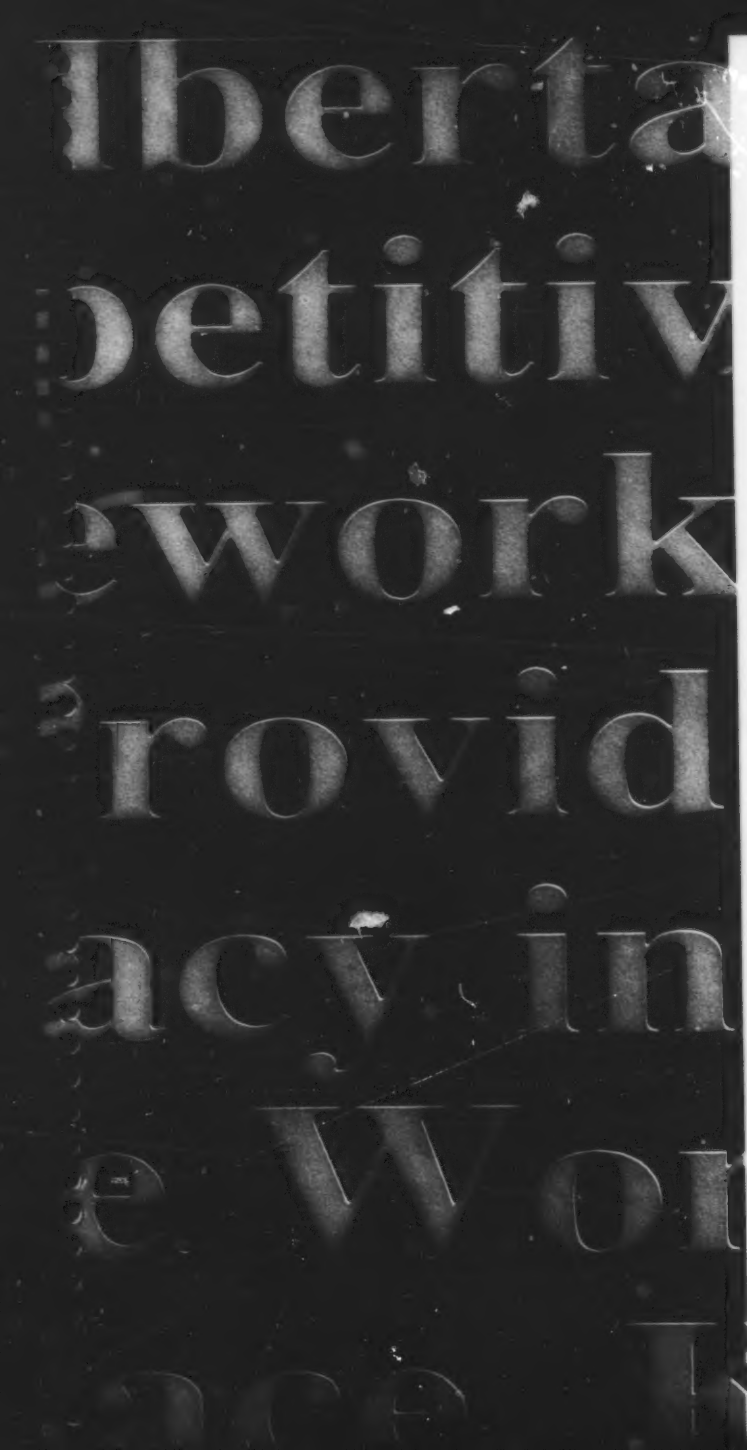

Keeping Alberta Competitive: A Framework for Providing Literacy Development in the Workplace

Keeping Alberta Competitive:
A Framework for Providing Literacy Development In the Workplace

Elsie Elder Nancy Steel

A Project of
Lethbridge Community College
and Keyano College

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You and Workplace Literacy

Workplace literacy training is a response to the reading, writing, mathematical and oral communication demands of the workplace. Thinking and problem solving skills underpin the performance of these basic skills.[1]

A Framework for Providing Literacy Development in the Workplace is the result of a research project undertaken by Keyano College and Lethbridge Community College.

It is of interest to:

- employers
- employees
- unions
- community literacy co-ordinators
- industry trainers and consultants
- education administrators and instructors

A Framework for Providing Literacy Development in the Workplace will help you understand issues around the provision of workplace literacy, and will help you develop effective programs. You will learn:

- why there is a need for literacy development in the workplace
- what existing workplace literacy programs there are in Canada

[1] Alberta Career Development and Employment

- what three models for workplace program delivery look like
- who workplace literacy partners might be
- how to develop a workplace literacy program
- where to look for extra help

To prepare this guide, we interviewed employers, employees, and union representatives across Alberta. We also surveyed community literacy co-ordinators and public education providers. Their views and concerns are reflected in this document.

This document presents general information about workplace literacy and program possibilities. Your challenge is to adapt this information so that it best suits the needs of your business and your community partners.

Nancy Steel, Keyano College
Elsie Elder, Lethbridge Community College

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Introduction

Why is workplace literacy development important?

John has been a welder with ABC Company for 10 years, and is considered a valuable employee with potential for assuming a supervisory position. However, each time management asks him to take training that would lead to promotion, he finds a reason to decline. John would welcome the responsibilities of the new position, and has the experience and skills to handle it well, but feels unable to manage the paperwork in the training and the position. What can be done?

Jane has worked in the bakery of a large supermarket for several years. She is a skilled and responsible employee. Recently, the bakery introduced a new piece of machinery that she will be required to operate and maintain. A manual is provided to assist her, but Jane fears that she will not be able to read and understand the procedures. She is thinking of looking for a job with a different company. What can be done?

Stan is an area supervisor with XYZ Company who is comfortable managing his team of employees and is highly skilled. Recently this company has adopted a new, participatory management style. This presents problems for Stan. He is now required to handle more paperwork and become more responsible for managing meetings and making presentations. He feels threatened, and is thinking of looking for work elsewhere. What can be done?

Sara works in a video store, and has participated in many training courses during the last year. Some of the training was technical training on a new computer system. Some was personal development training to help her deal more effectively

with the public. Her employer has noticed that the training isn't "sticking", as Sara retains very little of the material. What can be done?

Each of the above scenarios presents signals to the employer that workplace literacy development may be required. These signals include:

- attrition in job areas where new technology has been introduced or where there is an increased need to read and write
- promotion opportunities declined by employees
- training opportunities declined by employees
- training that is ineffective because employees who participate do not retain information, so cannot apply it on the job

While workplace literacy development will not always resolve common problems such as those described in these scenarios, it frequently is part of the solution.

And finally, workplace literacy development can increase a company's ability to remain competitive in tough economic times. The recent Policy Discussion Paper on Workplace Literacy, published by Alberta Career Development and Employment, states that for companies to be competitive, workers must be multi-skilled. This means that workers must have basic reading, writing, numeracy, and problem-solving skills that will allow them to adapt to changing jobs and changing technology in the workplace.

Workplace literacy development helps employers and employees manage change and remain competitive by increasing employees' confidence and skills.

1. Stakeholder Views about Workplace Literacy

Workplace literacy stakeholders in Alberta were interviewed about the issue of workplace literacy and basic skills training. The views they commonly expressed are summarized below. We believe their thoughts reflect common views held by most stakeholders when workplace literacy is being considered.

Employers

Employers believed that adequate workplace literacy skills enabled employees to work more safely and competently.

Employers recognized these needs for workplace literacy training:

- basic skills development
- advanced literacy skills training for new technology and management approach changes

Employers saw these benefits to providing workplace literacy training:

Employer benefits:

- safer operation
- more efficient operation
- better trained workforce
- happier employees

Employee benefits:

- greater personal safety
- higher motivations
- enhanced self-esteem

Employers identified these barriers to providing workplace literacy training:

- cost
- shiftwork schedules
- lack of time
- lack of program delivery models
- employee misunderstandings about the employer's intent for the training

Employers expressed these views about funding literacy programs:

- Some thought they should fund programs.
- Some thought government should be responsible.

Employers believed that if a needs assessment was properly introduced into the workplace, most employees would cooperate. They also felt that a workplace literacy training program would be welcomed by employees if implemented on a voluntary basis and supported by management.

Unionized employers believed the union could provide ideas for curriculum content and for promotion of the program among members.

All employers described specific workplace circumstances such as availability of facilities and shiftwork schedules, which would affect where and when programs could be offered.

Employees

Employees recognized these needs for workplace literacy training:

- ability to read and understand safety bulletins, procedures and correspondence
- ability to write work orders, time sheets, memos, and reports
- ability to communicate clearly
- ability to problem solve on the job

Employees saw these benefits from workplace literacy training:

- more efficient comprehension of material
- enhanced self-confidence
- increased ability to deal with everyday literacy demands

Employees identified these barriers to workplace literacy training:

- shift work schedules
- fear of identification as a person who lacks skills
- fear of employer and peer attitudes about their involvement in literacy training

Employees expressed these preferences concerning workplace literacy programs:

- varying preferences for participating on their own or company time
- preference for small group instruction over one-to-one tutoring
- varying preferences for on-site or off-site locations for classes

Union Representatives

Union representatives viewed an exemplary workplace literacy program as being open, collaborative, and relevant to employees' daily needs.

Union representatives recognized that some members may need literacy development.

Union representatives identified these benefits of literacy development for their members:

- increased job security
- increased self-esteem
- enhanced opportunities for promotion
- increased ability to access further education and training

Union representatives identified these barriers to members participating in programs:

- shift work schedules
- family and other demands
- insecurity about ability to learn
- fear of being "found out' by the employer

Community Literacy Coordinators

Community literacy coordinators stated that 61% of their clients approached them for workplace literacy development.

Community literacy coordinators stated that employers often referred workers to their community literacy programs for one-to-one, confidential tutoring.

Community literacy coordinators identified these barriers to establishing workplace literacy programs:

- coordinators' lack of funding, lack of professional time, and lack of knowledge about delivery models
- lack of employer interest
- learner fatigue after a day's work
- employees' fear of stigma attached to lack of literacy skills
- employees' fear of conflict with employer

Community literacy coordinators had these concerns about workplace literacy programming:

- How do you interest employers?
- How do you develop a workplace literacy program?
- Who should pay for the program?
- Who should deliver the program?
- How do you accommodate small business employers who lack funds for training?

Community College Administrators

Community college administrators stated they would and could be partners in workplace literacy ventures, assisting employers with developing programs, coordinating the efforts of program partners, and seeking start-up funding.

Community college administrators recognized these needs for workplace literacy training:

- training in basic and advanced skills
- training that is workplace specific
- training that uses workplace related materials

Community college administrators identified these barriers for employees accessing workplace literacy training.

- low self-esteem
- stigma associated with lack of literacy skills

- negative past experience with education
- lack of motivation
- lack of time

Community college administrators believed that these items are essential to an effective workplace literacy training program:

- curriculum that is student-centered and work related
- an environment conducive to learning
- committment, by qualified professional instructors
- cooperation by union and management

Community college administrators named these issues in planning workplace literacy programs:

- identifying successful models
- finding resource people
- securing funding
- acknowledging a variety of learning styles

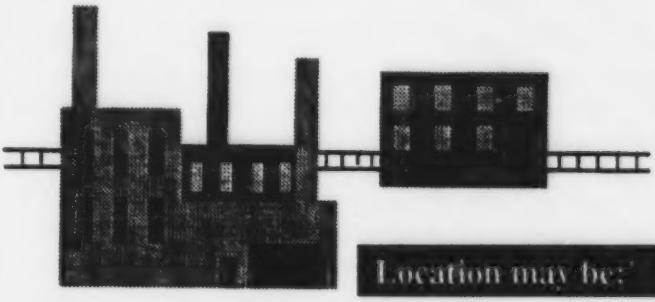
Community college administrators identified these barriers for employers mounting workplace literacy programs:

- lack of knowledge about workplace literacy
- lack of knowledge about solutions to literacy problems
- lack of funds
- difficulty in defining specific outcomes

The Current Picture of Workplace Literacy in Canada

Because workplace literacy training is an issue that can directly affect the ability of Canadian businesses to remain competitive, many workplaces in Canada have already taken the initiative and have provided this professional development for employees.

ABC Canada recently published the *1991 Inventory of Workplace Literacy Programs* describing 59 workplace literacy programs in Canada. This information, presented in the following graphic, provides an overview of existing workplace programs in Canada. It suggests choices for content, delivery, audience, location, and funding.



Content may be:

- Adult Basic Education & Literacy 32%
- Workplace specific 17%
- G.E.D. 8.5%
- E.S.L. 8.5%
- Variety of Above 34%

$$ Funding may be:

- Government 54%
- Employer 10%
- Shared Gov't Employer/Union 36%

Location may be:

- On-site 61%
- Off-site 34%
- Both 5%

Delivery may be:

- Small Group 68%
- One-to-one tutoring 20%
- Computer based, individualized 8%

Clients may be:

- Employees of a single company 98%
- Employees of several related companies 2%

2. Models for Delivering Workplace Literacy Training

From the information about how companies across Canada have organized and delivered workplace literacy programs, three models emerge for consideration. Please note that these are general models; partners can adjust the models to accommodate their specific work environment.

A. PEER TUTOR MODEL

This model is similar to that of community literacy projects, which are managed by a single literacy co-ordinator who matches volunteer tutors from the community with adults who need to improve their reading and writing skills. These programs offer confidential, one-to-one, learner-centred instruction.

Curriculum may be work-related to address the specific needs of individual employees. Tutors are co-workers, familiar with the workplace. The co-ordinator is responsible for recruiting tutors, attracting learners, determining learning needs, assuring a comfortable teaching/learning environment, monitoring progress, and conducting program evaluation. The coordinator may be employed by the business, the union, or a community college or school board.

This model would best be situated in-house, so that shift workers could meet with tutors before or after shift times. This means that the workplace must have facilities appropriate to pairs working together. However, if such facilities are not readily available, another appropriate learning environment may be chosen, such as a union office or community literacy program office.

Advantages

- Different levels and needs of workers can be accommodated.
- Instructional times can be flexible.
- Confidentiality is offered.
- Continuous intake is possible.
- Strong employee ownership of project occurs.
- Program start-dates are earlier.
- Learning paces accommodate student needs.
- Curriculum can support skills required by other job training courses.

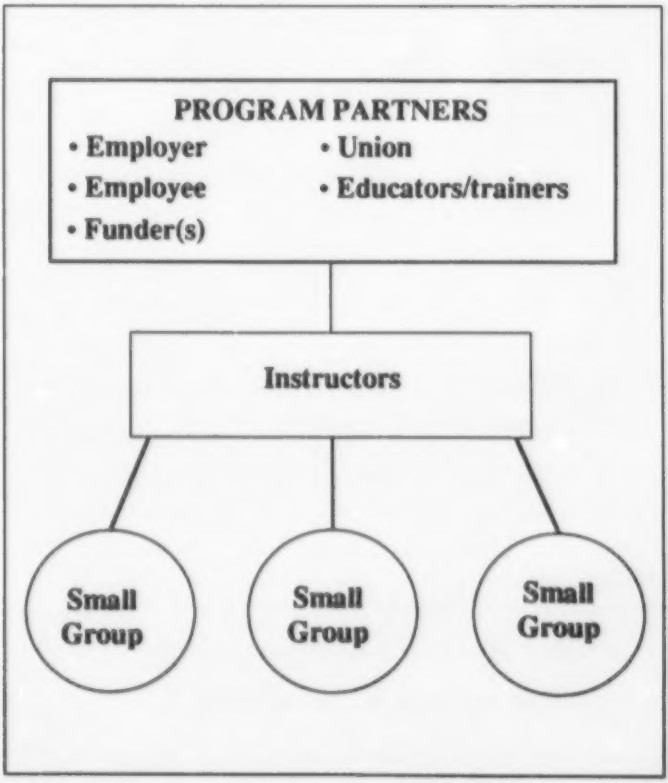
Disadvantages

- Quality of instruction may be inconsistent because volunteers are not accredited instructors.
- Time required to train tutors may be lengthy.
- A tutor training program must be developed.
- Program may give the impression that it is directed towards those less literate because the approach is significantly different from the usual training approach taken.

Commentary

This model may be better suited to workplaces in which the majority of employees require basic skills, or fundamental reading, writing, and numeracy development. This model may also be better suited to workplaces that employ fewer than 100 people, since a coordinator can effectively monitor no more than 60-70 pairs on a full time basis.

B. GROUP INSTRUCTION



This model resembles a traditional employee training delivery system. The instructors may be employees of the company, or contracted from a community college.

Curriculum is built around the workplace literacy materials that employees use on a daily basis. Whether the curriculum addresses basic skills or more advanced skills, it is tailored to the needs of employees to address basic skills or the need for more advanced skill development. This program may be situated on or off-site, wherever facilities are most satisfactory.

Advantages

- Learners can benefit from the interaction with co-workers in a collaborative learning environment.
- Professional instructors manage and monitor instruction.
- Instruction can be integrated with existing training programs to avoid the stigma of being a literacy program.
- The curriculum can be designed to support skills required by other training courses.
- The program can be easily evaluated because as a formally designed curriculum, it has established goals.

Disadvantages

- Confidentiality cannot be assured.
- Individualized instruction is restricted.

- The program cannot operate on a continuous intake basis.
- Instructional time offerings must accommodate group needs, not individual needs.
- Time and funding are required to develop a curriculum and establish course goals.

Commentary

This model may be most appropriate for workplaces that have existing training programs. It is also an appropriate model for workplaces which require upper level development for employees, since at higher levels individualized attention and confidentiality are not urgent issues. However, employees who require basic skills development, and who feel comfortable working in groups, can also be accommodated.

Three workplace literacy programs in Alberta currently operate according to this model:

- Alberta Sugar/Lethbridge Community College, Lethbridge
- Stelco Steel/Alberta Vocational College, Edmonton
- Syncrude Canada/Keyano College, Fort McMurray

C. POOLING INSTRUCTION FOR RELATED SMALL BUSINESSES

This model accommodates the needs of "small business" employers who lack the revenue base to support a literacy development program. By pooling funds and resources, employers within a given industry may provide literacy development appropriate to the needs of their employees.

A centralized learning centre offers a comfortable, neutral learning environment that can house the resources that reflect all the partners' daily literacy materials. Instruction may be offered on either a one-to-one basis (model A), or on a small group basis (model B), as preferred by the industry partners (employer/employees/union).

Administration of the program may rest with a community college contracted by the partners, or with one of the employers.

Unions can play a key, binding role in this situation, as it is likely that the union will have members working with each of the employers. It may be possible for a union office to be the host site for instruction.

Advantages

- Cost effective literacy development is available to small businesses.
- Because of their interaction, participants develop a broader understanding of the industry as a whole.
- Participants increase their exposure to and knowledge of employment opportunities within the industry sector.

Disadvantages

- A careful needs assessment must be undertaken to ensure that the curriculum addresses all the common needs of the participants. This demands time, funds, and expertise.
- Project management may be more challenging because of the number of partners involved.

Commentary

This model serves as an opportunity for small, independent businesses to provide effective job-related literacy development for employees.

It is likely that a small group delivery approach may prove more manageable and effective than a one-to-one tutoring approach, since group instruction demands an established curriculum which is easier to monitor, manage, and evaluate.

This model of providing literacy development has not been thoroughly explored and examined. In Canada, the Retail Gasoline Dealers Association of New Brunswick is currently conducting a needs assessment and developing a curriculum, but program implementation is not yet a reality. Therefore, partners who choose this model should be aware that it is innovative and may prove to be challenging.

3. Creating Partnerships

Literacy is never just a workplace issue, or a family issue, or an education issue: it is a community issue that reflects the values, beliefs, and goals of individuals working together for prosperity.

Workplace literacy requires the partnership of many. It relies on the efforts of volunteers, employers, social agencies, and educators. Key stakeholders in a workplace literacy program may include employers, employees, union representatives, education representatives, community literacy co-ordinators, and government representatives.

What might these partners contribute?

Employers

- may create a safe-to-learn environment so that the workplace literacy project has a natural place in the company culture
- may provide assistance with needs assessment by determining reading needs of various company areas
- may promote the program by treating participants with respect and by identifying it as professional development
- may support the program financially
- may provide facilities, resources, and equipment for instruction

Employees

- may assist with needs assessments, since they are excellent authorities about the need to read in a given workplace
- may assist with program development by identifying preferred models of delivery and by helping to collect resources for instruction that reflect daily work demands
- may promote the program by participating and/or by respecting co-workers who participate
- may volunteer to be peer tutors, if a peer tutoring model is chosen

Union Representatives

- may actively seek partners (management, union members) should the need for a program be recognized
- may assist with needs assessments by helping to identify daily reading demands faced by workers
- may assist with program development by providing resources for instruction and offering advice about appropriate models for delivery
- may promote the program among the membership by encouraging attendance, by viewing it as professional development, or by recruiting tutors, should a peer tutoring model be chosen
- may provide facilities for instruction
- may provide financial support

Education and Training Representatives

- may provide assistance with needs assessment
- may provide curriculum development, based on information gained from employers, employees, and union representatives
- may provide a venue for instruction
- may provide professional instructors
- may provide administration for the program
- may promote the program in the community as a positive, professional development program
- may assist with identifying and obtaining funding

Community Literacy Co-ordinators

- may offer reading and writing strategy expertise to the curriculum development of the program
- may assist in the recruitment and training of volunteer co-worker tutors if a peer tutoring model is chosen
- may refer clients to the program, or accept clients from the program
- may act as a community liaison, being attached to neither the company nor an educational institution
- may promote the program in the community as a positive, professional development program

Government Representatives

- may act as a liaison and referring agency for stakeholders who wish to become involved in workplace literacy if those stakeholders are uncertain about who to contact and how to start the process
- may provide financial support for the development and delivery of a workplace literacy program
- may promote the concept of workplace literacy among other government agencies and among Albertans, thereby creating and strengthening a network
- may formulate policy around the issue of workplace literacy

All of these partners are critical to the success of workplace literacy because all bring an informed view that will shape the program and foster its success.

4. Developing a Workplace Literacy Program

Once the decision has been made to begin a workplace literacy program in a worksite, what is the process to follow?

Step 1 - Form Partnerships

These partners may be involved in a literacy development program. Their roles are described in Chapter Three.

- employers
- union
- employees
- educators/trainers
- funders

Determine the potential partners by considering all the stakeholders. Identify partners based on their roles. There will be partners representing general interests and partners representing specific workplace literacy issues.

Arrange partner meetings to establish and confirm their roles and involvement. Success depends on partners accepting responsibility for the roles they represent.

The intiative in Step I can be taken by any of the stakeholders.

Step 2 - Conduct a Needs Assessment

Each workplace is composed of different workers, products, and philosophies, and therefore has different needs. These needs must be identified so that existing skills are acknowledged and sound program plans can be made.

Several methods are available for needs assessment:

- The **Interview** allows workers and employers to express their own perceptions of their needs. This method may be cumbersome for large companies.
- **Observation** allows an understanding of what goes on in the workplace: the work processes, safety considerations, and training needs specific to the workplace involved.
- **Self-analysis** allows workers to report their own strengths, weaknesses, and former schooling.
- **Standardized testing** allows formal evaluation of workers' literacy skills. It is important to note that interpretation of test results must be done professionally. This method can be used effectively in large and small companies.

Needs assessment should also include an inventory of the writing/reading/communication and work process skills required in the workplace.

A Definition of a Basic Skills Training Needs Assessment
A basic skills training needs assessment is the process of identifying the skills and abilities required of specific occupational groups.

Step 3 - Choose a Model

Stakeholders meet and discuss the implementation of a workplace literacy project. Chapter Two outlines some possible choices of models and their advantages and disadvantages.

Choose a model on the following basis:

- partners available in the community
- numbers of employees
- worksite location (e.g., central location, out of town)
- work schedules (e.g., shift work, nine to five)
- mode of delivery (e.g., one on one, classroom, small group)

Choice of model also addresses these issues:

- On whose time should literacy training happen - management, worker, or shared time?
- Should training be compulsory or voluntary? The stakeholders will base this decision on the unique needs and characteristics of the participating workplace.

Step 4 - Select the Literacy Program Components

Instructors, employers, and employees cooperate to decide which workplace specific skills must be included in the workplace literacy program. These curriculum decisions are based on a combination of information gathered during the needs assessment, and the professional judgement and expertise of the educators/trainers.

A wide range of workplace literacy skills are identified below. Workplace literacy partners will choose those appropriate to their workplace and add others specific to their situations.

Communication Skills

Employees will understand the components of the communication process and develop skills in listening, speaking, and nonverbal expression. They will improve their ability to:

- follow sequential oral directions
- formulate and ask clarifying questions
- provide appropriate verbal and non-verbal feedback to oral instructions
- paraphrase a speaker's message
- give clear oral directions
- use appropriate speech with peers and supervisors
- engage in appropriate casual conversations with co-workers, supervisors, and instructors

- initiate and respond to requests
- express personal concerns and complaints productively (e.g., using "I" messages)
- participate effectively in interviews
- participate actively in group problem solving exercises involving such things as:
  - identifying the problem
  - exploring possible problem-solutions
  - accepting suggestions from other participants
  - expressing viewpoints clearly
  - achieving consensus

Reading Skills

Employees will comprehend job-related and instructional materials. They will improve their ability to:

- read and interpret workplace vocabulary, including symbols and abbreviations
- read and interpret main ideas in written instructional materials
- locate and interpret specific information from written materials
- follow written directions accurately
- use tables of contents, glossaries, and appendices in written instructional materials
- interpret charts, graphs, tables, diagrams, schematics, and blueprints

- interpret written safety procedures
- interpret wages, deductions, and benefits
- interpret policy statements, regulations, and company and union handbooks

Writing Skills

Employees will express ideas clearly in appropriate written formats. They will improve their ability to:

- write legibly
- spell common words and workplace terminology
- write telephone messages
- fill out forms and charts, using appropriate workplace terminology and abbreviations
- write informal reports, describing events such as accidents and equipment breakdowns
- write business letters, memos, and procedures

Math Skills

Employees will perform job related mathematical processes, solve mathematical problems, and employ required mathematical skills with accuracy. They will improve their ability to:

- perform whole number and decimal and numerical fractions calculations
- perform percentages operations
- perform metric measurements and calculate metric values

- perform rates and proportion computations
- perform geometric functions and apply geometry to work situations
- perform algebraic functions
- perform trigonometric functions

Critical Thinking Skills

Employees will learn and adopt methods for achieving success. They will improve their ability to:

- set personal goals and objectives
- describe and discuss various procedures for planning, monitoring, and managing time
- describe several procedures for focusing attention and concentrating on a task
- recall information, read and remember textbook/manual information and prepare for and take tests
- identify key points in oral presentations, films, and written materials by summarizing, paraphrasing, and taking notes.
- develop flexibility in reading rates

Other

- applied science skills
- problem solving skills
- analytical skills

Step 5 - Promote the Program

Meet to brainstorm ideas for program promotion. Suggestions will emphasize the positive aspects and anticipated outcomes of the workplace literacy program.

Encourage all partners to promote the program.

Hold informational sessions.

Prepare promotional videos.

Send information in pay envelopes.

Step 6 - Run the Program

Run a pilot program which gives direction to the future program (if this is feasible).

Consider providing incentives for employee participation such as:

- offer time off from work
- promote the possibility of advancement in some cases
- pay for materials
- provide child care support
- allow more professional development or training dollars

Provide a safe, confidential environment for employees.

Ensure flexibility in the program:

- vary the class schedule
- allow flexible assignments
- relate class work to current plant production
- encourage self-direction in students

Step 7 - Evaluation

Evaluation is necessary for at least two reasons: to develop and improve programs (formative evaluation), and to decide to maintain or terminate programs (summative evaluation).

There is no "one way " to evaluate a workplace literacy program. The evaluation process should be tailored to the needs of the program stakeholders and involve as many stakeholder groups as possible.

Evaluation must be planned from the beginning, not tacked on at the end.

- Begin by collecting pre-program information such as skill and confidence levels of potential participants. Identify program objectives, and intended impacts on participants, other stakeholders, and budgets.

- Decide what information is needed and available, and decide how to gather that information.

- Remember that individual competency levels should not be part of the evaluation. Confidentiality of scores and grades must always be maintained.

- Decide the criteria by which to interpret and draw conclusions from the information.

The program evaluation report will contain:

- a description of the pre-program plans, objectives, and intended impacts
- a description of what happened in the program
- a comparison of what actually happened in the program with the program objectives, with outcomes of other similar programs, and/or with external standards of excellence suggested by experts in the field
- a judgement about the quality of the program
- recommendations for program improvements, continuation, or termination

For Your Information:

A Program Evaluation Handbook for Workplace Literacy is available, published October, 1991 by The National Literacy Secretariat, Ottawa, Ontario K1A 0M5.

5. Conclusions and Considerations

Workplace literacy is emerging in the 1990's as an economic imperative if Canada is to remain competitive. Partnerships between business and education representatives can help employers, employees, and unions understand the literacy needs of the workplace. Education providers can address those needs and work with businesses to furnish a foundation for training and growth.

While workplace literacy development can foster this growth, there is no prescribed model, no one approach that will address all the various needs of the variety of workplaces in Canada. However, there are certain fundamental ideas and concepts that workplace literacy stakeholders may wish to consider. They are offered here as recommendations.

Considerations:

We suggest that:

- consideration be given to the value of workplace literacy programs in raising worker skills to provide a more competitive workforce.

- partnerships among industry, management, employees, unions, educational institutions, community literacy coordinators, and funders be established to facilitate the implementation of a workplace literacy program. Initial and ongoing communication among the partners should be maintained throughout the educational process to ensure that stakeholders' needs and interests are met.

- workplace literacy programs be an integral part of a workplace training program which meets employers' objectives.

- workplace literacy programs be learner-centred in that the delivery and content reflect the needs of both employees and management.

- management and employees negotiate and agree to arrangements about release time, costs, and voluntary or compulsory participation.

- an underlying program philosophy be flexibility for curriculum, scheduling, and meeting employee/workplace needs.

- a needs assessment be conducted before mounting a program. All partners should have a voice in assessing needs.

- all the partners examine together strategies for promoting the program on an ongoing basis.

- the workplace literacy program content reflect the daily literacy demands faced by employees in their workplace. This means that the resources and materials used as a basis for instruction be workplace specific.

- the educators/trainers of the workplace literacy program become familiar with the company culture, goals, and operations

- instructors or tutors be familiar with learner-centred literacy development.

- a workplace literacy program be presented to employees in a non-threatening manner that affirms their current effectivness and encourages their continued professional development.

- where a company has an existing training network, that the literacy development program become integrated with that network.

- established workplace literacy programs undergo an evaluation to ensure that the program is meeting the expectations of partners, and to provide an opportunity for the program to be altered to meet new or unaddressed needs.

6. For More Information

Workplace Literacy Contacts

Alberta Career Development and Employment
Career Development Centres

Calgary Office
Century Park Place
7th Floor, 855 - 8 Avenue S.W.
Calgary, AB
T2P 3Pl
403/297-6457

Grande Prairie Office
Provincial Building
#1201, 10320 - 99 Street
Grande Prairie, AB
T8V 6J4
403/538-5348

Red Deer Office
Provincial Building
4920 - 5l Street
Red Deer, AB
T4N 6K8
403/340-5151

Career Development Centre- Edmonton
One Twelve Professional Centre
10050 - 112 Street
Edmonton, AB
T5K 2R4
403/427-8517

Hinton Office
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Workplace Survey Contacts

Sincere appreciation is extended to the following employers who participated in our survey of workplace literacy stakeholders:

Alberta Power Limited, Fort McMurray, AB
Alberta Sugar Company, Taber, AB
Amoco Canada Petroleum Ltd., Medicine Hat, AB
Crowsnest Pass Regional Hospital, Blairmore, AB
Canadian Forces Base, Suffield, AB
Canbra Foods, Lethbridge, AB
City of Calgary, Calgary, AB
D.M. Wolcott & Associates, Medicine Hat, AB
Dresser-Rand Canada Incorporated, Lethbridge, AB
Empress Foods, Taber, AB
Hostess/Frito Lay, Taber, AB
Husky Oil, Lloydminister, Alberta
Keyo Alta. Products Ltd., Barons, AB
Lakeside Packers, Brooks, AB
Lucerne Foods Ltd., Taber, AB
Northern Globe, Lloydminister, AB
Novacor Chemicals, Medicine Hat, AB
Palliser Distillers Division of Gilbey Canada, Calgary, AB
Pass Dairy, Bellevue, AB
Petro-Canada Resources, Medicine Hat, AB
Pincher Creek Co-operative Association Ltd.,
Pincher Creek,AB
Saratoga Gas Plant, Coleman, AB
Shell Canada Limited, Waterton Complex, Pincher Creek, AB
Suncor Inc., Fort McMurray, AB
Syncrude Canada Ltd., Fort McMurray, AB
TransCanada Pipelines, Medicine Hat, AB
Trus Joist (Western) Ltd., Claresholm, AB